

Picks to Ponder

Record: 2

CONSIDER THESE CRITICAL QUESTIONS TO STRENGTHEN YOUR SCHOOL IMPROVEMENT PLAN. By: Hirsh, Stephanie. Journal of Staff Development, Fall2006, Vol. 27 Issue 4, p59-60, 2p;

Abstract: The article focuses on the critical questions to strengthen the school improvement plan, based from the suggestions given by the author. The author had an opportunity to work with a group of consultants charged with helping school principals lead their staffs in translating new goals and school vision into practice. It has been stated that most of these schools had spent considerable time developing their goals and visions. According to the author, schools can test the quality of their plans by examining the assumptions underlying each action they intend to include. However, in beginning the planning process, some critical question are to be considered, including the role that schoolwide and team learning play in the school achieving its goals and vision.; (AN 22676432)

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Record: 3

Developing a Transformative School Vision: Lessons From Peer-Nominated Principals. By: Kose, Brad W.. Education & Urban Society, Mar2011, Vol. 43 Issue 2, p119-136, 18p;

Abstract: Scholars argue or imply that schools should build transformative school visions that promote equity, diversity, and social justice. However, little empirical research has investigated the principal's role in this endeavor or analyzed the practical dimensions of transformative vision statements. This study re-examined relevant data from two qualitative studies of school principals who were peer-nominated for exemplary transformative practices. The findings delineate principals' practices in developing a transformative vision and suggest several useful dimensions of transformative vision statements. Implications for practice and research are discussed. [ABSTRACT FROM PUBLISHER]; DOI: 10.1177/0013124510380231; (AN 57788757)

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Record: 5

Human Capital Managers at Every School. By: Kimball, Steven M.. Phi Delta Kappan, Apr2011, Vol. 92 Issue 7, p13-18, 6p, 2 Color Photographs, 1 Illustration, 1 Chart;

Abstract: The article discusses the use of human capital management in education. The author argues that school principals should address teacher recruitment, professional development, and teacher retention from the human capital management perspective and, further, that teacher management strategies must be closely tied to school improvement programs in place. He emphasizes the role of principals' management practices in the improvement of student learning. Topics include strategic talent management, instructional leadership, teacher effectiveness, and teachers' work environment.; (AN 59812784)

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Record: 6

Insights into Action: Successful School Leaders Share What Works. By: Sterrett, William L.. Association for Supervision and Curriculum Development. 2011 131 pp. (ED527745)
What does it take to be a great school leader? An award-winning former principal poses this question to renowned school leaders and experts in the field to provide you with insight into the actions that lead to success. These giants in the field of educational leadership--including Baruti Kafele, Rick DuFour, Carol Ann Tomlinson, and James Popham--explain how to: (1) Be a more effective leader by turning school vision into reality, becoming a learning leader, and making professional development more meaningful; (2) Strengthen your learning community by differentiating instruction and leadership, fostering a positive school climate, and taking learning experiences outside the classroom; and (3) Face today's challenges by infusing technology into your school community, gathering and applying data, and turning crises into success. These nine stories blend the best of theory and practice and outfit you with leadership "lesson plans" and a series of In-the-Field Activities that range from simple actions--such as sending a daily e-mail, conducting more productive meetings, and recognizing student and staff success--to complex endeavors, such as building collaborative school culture, dispersing leadership, and rethinking discipline policies.

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Record: 7

Leadership Style and Organizational Learning: The Mediate Effect of School Vision. By: Kurland, Hanna; Peretz, Hilla; Hertz-Lazarowitz, Rachel. Journal of Educational

Administration, v48 n1 p7-30 2010. (EJ871833)

Purpose: Fundamentally, the success of schools depends on first-rate school leadership, on leaders reinforcing the teachers' willingness to adhere to the school's vision, creating a sense of purpose, binding them together and encouraging them to engage in continuous learning. Leadership, vision and organizational learning are considered to be the key to school improvement. However, systematic empirical evidence of a direct relationship between leadership, vision and organizational learning is limited. The present study aims to explore the influence of principals' leadership style on school organizational learning, using school vision as a mediator. **Design/methodology/approach:** The data were collected from 1,474 teachers at 104 elementary schools in northern Israel, and aggregated to the school level. **Findings:** Mediating regression analysis demonstrated that the school vision was a significant predictor of school organizational learning and functioned as a partial mediator only between principals' transformational leadership style and school organizational learning. Moreover, the principals' transformational leadership style predicted school organizational vision and school organizational learning processes. In other words, school vision, as shaped by the principal and the staff, is a powerful motivator of the process of organizational learning in school. **Research implications/limitations:** The research results have implications for the guidance of leadership practice, training, appraisal and professional development. **Originality/value:** The paper explores the centrality of school vision and its effects on the achievement of the school's aims by means of organizational learning processes. (Contains 1 figure, 2 tables and 1 note.)

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Record: 9

'Living Local, Thinking Global': Creating and Sustaining Pedagogies. By: Veel, Liz; Bredhauer, Maree. International Journal of Learning, 2009, Vol. 16 Issue 9, p597-610, 14p, 2 Charts;

Abstract: A school principal who is leading school improvement and change, needs to merge explicit theoretical and practical leadership strategies along with supporting teachers to develop effectual sustainable pedagogies. The embedding of sustainable pedagogies will enable the school community to balance the changing demands of a 'living local, thinking global' ethos. The focus of the paper is to identify key leadership and change management strategies that can be utilized by school principals to support teachers to develop sustainable pedagogical practices. This paper uses qualitative research narratives to present links from the theoretical to the practical. The narrative evidence has been distilled from experiences of two Primary School Principals in the Northern Territory of Australia. Key findings from literature and research evidence show that principals need to form a personal stance based on identity, beliefs, values and issues. School vision of sustainability needs to be developed with staff. Goal setting and developing a strong relationship with the school community are important strategies.

Marketing the school goals and vision is also essential work of the school community partnership. Principal support of the enquiry based teaching and learning model is shown to directly link to the embedding of sustainable pedagogies in the classroom.

[ABSTRACT FROM AUTHOR];ABSTRACT FROM AUTHOR (AN 47479436)

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Record: 11

Personal and Shared Vision: A Commitment to Increased Rigor. By: Williamson, Ronald; Blackburn, Barbara R.. Principal Leadership, Nov2009, Vol. 10 Issue 3, p56-58, 3p, 1 Color Photograph;

Abstract: The article focuses on the importance of having personal and shared vision among principals and teachers for their schools. It discusses the four-step process on how to think a personal vision, the benefit of making vision letters, and ways on how to refine a school vision statement. It notes that vision can encourage personal and group motivation as well as help principals and teachers focus on significant things.; (AN 47488807)

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Record: 14

Vision -- In and Out of Focus. By: Breen, AnneMaree. New Zealand Principals' Federation Magazine, 2006, p1-4, 4p;

Abstract: The article discusses the author's experiences as a school principal. The early days of her principalship were spent looking at the policies of the school. She has also worked on the development of their curriculum policies during the first term of her principalship in 1996. The leadership wheel of her school was also created, identifying freedom, responsibility, empowerment and diversity as their core values. She likened his being principal to that of a railway engineer.; (AN 22585483)

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Record: 15

Will the Real Leaders Stand Up? By: Hammonds, Bruce. Education Today, 2011, Issue 2, p13-17, 5p;

Abstract: The article explores the qualities of a real leader. Particular focus is given to leadership within the education environment, noting the tasks principals should portray in advancing education. Several quotations from notable individuals are presented regarding leadership including Warren Bennis, Linda Darling, and Winston Churchill. The significance of an effective principal as a school leader is discussed.; (AN 60721223)

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